



State of Arizona
Department of Education

October 28, 2013

Dear Superintendent/Charter Administrator and Human Resources Director:

The Effective Teachers and Leaders Unit (Title II-A) would like to provide you with a summary of updates/announcements.

Teacher & Principal Evaluation Reporting for SY 12-13 Due December 31st, 2013

The window for entering teacher and principal evaluation classification data for SY 12-13 into the HQT Position Input Application will begin on **November 1st, 2013** and remain open through **December 31st, 2013**. LEA's must enter the total number of teachers and principals for each school site designated in the four evaluation classifications (approved by the Arizona State Board of Education) for the 2012-2013 school year.

House Bill 2500 (Please note: Many of these changes affect District Schools only; not Charter Schools)

This past April, Governor Brewer signed into law HB2500 which authorizes new changes to the Arizona Framework for Measuring Educator Effectiveness, including the following highlights:

- Replaces the description of "certificated teacher who has not been employed by the school district for more than the major portion of three consecutive school years or how is beginning the teacher's 4th year of employment and who has been designated in one of the two lowest performance classifications and who is under a contract of employment with the school district for the current school year" with the term "probationary teacher."
- Requires a continuing teacher designated in the lowest performance classification after an evaluation for the current school year to become a probationary teacher for the subsequent school year and remain as such until that teacher's performance classification is raised to either of the two highest performance classifications.
- Specifies that LEA teacher evaluation policies include performance improvement plans for teachers designated in the lowest performance classification.
- Specifies that classroom observations must be conducted by a qualified evaluator and that the last observation can follow the issuance of a preliminary notice of inadequacy of classroom performance and be used to determine whether the teacher has corrected inadequacies and demonstrated adequate classroom performance.
- Prohibits an observation from being conducted within two instructional days of a scheduled period in which school is not in session for one week or more.

- Requires that the teacher performance evaluation procedures include:
 - Training requirements for qualified evaluators and;
 - A plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers.
- Allows district boards to waive the requirement of a second classroom observation for a continuing teacher whose performance (based on the first observation) places the teacher in one of the two highest classifications for the current school year, unless the teacher requests a second observation.
- Specifies that a school district or charter school that receives information about a teacher from an evaluation report and performance classification must use the information for employment purposes only and is prohibited from releasing it or allowing access to it by any other person, entity or school district/charter school.
- Requires a written, preliminary notice of inadequacy of classroom performance to be given at least 45 instructional days prior to notice of intention to dismiss or not re-employ, rather than 90 days.
- Prohibits a notice to dismiss or not to re-employ due to inadequacy of classroom performance from being issued until the district has completed an observation at the conclusion of a performance plan.
- Requires the preliminary notice of inadequacy of classroom performance to be accompanied by a performance improvement plan designed to help the teacher correct inadequacies and demonstrate adequate classroom performance.
- Requires district boards to adopt a definition of “inadequacy of classroom performance” that aligns with the performance classifications (in consultation with its certificated teachers) which can be accomplished via a public hearing, forming an advisory committee or providing teachers the opportunity to respond to a proposed definition.
- Replaces the description of “certificated teacher who has been employed by the school district for more than the major portion of three consecutive SYs and who is under contract of employment with the district for the current year or who is not designated in the lowest performance classification and was offered a contract in the prior year” with the term of “continuing teacher.”
- Defines the terms “inadequacy of classroom performance, performance classifications and qualified evaluator.”

AZ Framework for Measuring Educator Effectiveness

In May, 2013, the Arizona State Board of Education adopted amendments to the Arizona Framework for Measuring Educator Effectiveness. These amendments fell into two categories:

- Amendments reflecting current law and clarification on issues that have been raised by the field. These changes go into effect for the 2013-2014 school year.
- Amendments requiring academic progress to include academic growth, comprising at least 20% of the total outcome. This change goes into effect for the 2014-2015 school year.

Three support documents are available on the ADE website (<http://www.azed.gov/teacherprincipal-evaluation>) which provide clarification regarding the changes:

- The Framework Effective Through the 2013-2014 School Year
- The Framework Effective Through the 2014-2015 School Year
- Comparison document outlining the significant changes in the Framework between the two years

Summit V: Designing Comprehensive Evaluation Systems

The Arizona Framework for Measuring Educator Effectiveness - Summit V has been scheduled for February 9th & 10th, 2014 and will focus on principals (as instructional leaders) integrating common core instruction with educator evaluation. Please watch for a Save the Date email in November with more information on the Summit.

Highly Qualified Teacher Position Input Application

The HQT Position Input Application is now open for SY 2013-2014. All core content teacher data was due Monday, September 30th, 2013. If your LEA has not yet completed data entry, please do so immediately. All non-core instructional staff data must also be entered onto the system for the purpose of creating a student-course-teacher connection. Teachers in non-core positions are simply added to each school roster within the application and are designated as non-core for their teaching position. The basic Teacher Information box must also be completed for all non-core instructional staff.

The *Highly Qualified Position Input- How to Walk Thru* document has been revised and is available for download from the ADE website at:

<http://www.azed.gov/highly-qualified-professionals/files/2011/09/walk-thru-2013.pdf>

Educator Requirements for Highly Qualified Booklet

The *Educator Requirements for Highly Qualified* booklet for 2013-2014 has been revised and is available for download from the Arizona Department of Education (ADE) website at:

<http://www.azed.gov/highly-qualified-professionals/files/2012/06/attestation13-14binder.pdf>

As a reminder, all core content teachers must be highly qualified at the time of hire or transfer to a new school/position. It is no longer a requirement for local education agencies to complete attestation forms to gather the highly qualified data unless they choose to do so, however, teachers **must still meet the specific requirements** for each core content position they are hired to teach. Local education agencies should utilize the attestation forms as a guidance document to determine the highly qualified status for core content positions. They may also elect to continue using the attestation forms as a means to collect the information which is **required** to be entered onto the Highly Qualified Teacher (HQT) Position Input Application through the Common Log-On. The highly qualified teacher files must be updated annually and include a copy of the attestation form (if utilized) and supporting documentation for all core content teachers. Files must be maintained for a minimum of five years and be available for review. School principal confirmation of the highly qualified status of core content teacher will be collected digitally as a part of entering teacher data on the HQT Position Input Application rather than signing individual attestation forms. Please keep in mind, if a principal chooses to have someone else enter the data onto the system (a designee), they are still responsible for confirming all the highly qualified data prior to submission online.

Title II-A Resource Documents

The Arizona Guidance for Title II-A booklet (now available for can be accessed through the Arizona Department of Education website at:

<http://www.azed.gov/highly-qualified-professionals/etl-overview/>

Please note that several support documents are also accessible via the HQT Position Input Application Home Page under “Resources” for those granted access to this application through the Common Log-On.

If you have additional questions, please contact us at 602-364-1842 or at EducatorEvaluation@azed.gov.

We sincerely appreciate everything you do for Arizona.

Sincerely,

Dr. Karen Butterfield, Associate Superintendent, Highly Effective Teachers and Leaders
Todd Petersen, Deputy Associate Superintendent, Educator Excellence